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AUTHOR	Moore, Raymond S.
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ABSTRACT

This study was undertaken to answer questions about the growing movement toward interinstitutional cooperation in higher education. After a brief discussion of the recent history of and rationale behind the growth of consortia, data on the 1,017 consortia under consideration are presented. Information is included on institutional size and control, consortium size, geographical distribution, areas and types of cooperation, and academic level. How these variables interrelate is discussed. Evaluation of the reasons for the success or failure of particular consortia is followed by conclusions concerning the organization of consortia, interchange of resources, geographical distribution and financial support. Recommendations are made for future studies. Appendices contain tables, a history of the development of the survey, and the questionnaire. (JS)

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CONSORTIUMS IN AMERICAN HIGHER EDUCATION: 1965–66

Report of an Exploratory Study

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Highlights

- For the purposes of the present study, a consortium is an arrangement whereby two or more institutions—at least one of which is an institution of higher education—agree to pursue between, or among, them a program for strengthening academic programs, improving administration, or providing for other special needs.
- The consortium movement in American higher education dates back to the 1920's.
- A total of 1,017 existing consortiums in 1965–66 forms the statistical framework for the present study.
- The largest proportion of existing 1965–66 consortiums entailed cooperation at the graduate level, and the consortiums having the largest number of member institutions were the ones most likely to engage in faculty interchange.
- As between Federal and private support, only 20.3 percent of 971 of the existing consortiums were receiving the former; but 42.8 percent of the 203 planned consortiums were expected to receive some Federal support.
- Of the 708 institutions evaluating their existing consortiums, 52.1 percent said yes, the results were worth the effort and 41.9 percent went further to say that the results were "very much" worth the effort.

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Consortiums in American Higher Education: 1965–66

Report of an Exploratory Study

by
RAYMOND S. MOORE
Formerly, Education Research and Program Specialist
Bureau of Higher Education

U. S. Department of
Health, Education, and Welfare
WILBUR J. COHEN, *Secretary*

OFFICE OF EDUCATION
HAROLD HOWE II, *Commissioner*

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Foreword

Colleges and universities in the United States are today confronted by what may prove to be their greatest challenge: achieving or maintaining traditional standards of excellence while simultaneously meeting ever-greater demands on curriculums, facilities, faculties, and finances. Increasing enrollments, coupled with advancing knowledge and rising costs, have placed an unprecedented burden on these institutions.

Individual institutions with limited resources are thus finding it more and more difficult to maintain academic standards while expanding their capacity and keeping the cost of education within the means of their students. These institutions can no longer rely on traditional methods to meet current and future demands. Recognizing the inadequacy of traditional methods in organizing and administering the complex organism that is the modern college or university, they have begun to apply administrative principles long since proved requisite in business and industry. One such principle is that of cooperation, and many leading educators believe that this principle is one of the most promising approaches to solving many of higher education's problems. For these men, the primary strengths of interinstitutional cooperation lie in "shared burdens, shared techniques, shared specializations, and shared experiences." [1]

Cooperation among institutions of higher education is not entirely new, but within the past few years it has grown especially fast. A generation ago, relatively few colleges and universities were cooperating. The past 5 years, however, have seen a rapid increase in the number participating in one or another form of cooperation. Every year more and more are working together in projects which would be impossible for a single institution to undertake alone. Moreover, continued growth in the number of formal cooperative arrangements can be expected for the simple reason that success breeds success. Thus, successful coop-

[1] Kevin P. Bunnell *and* Eldon L. Johnson. "Interinstitutional Cooperation" in *Higher Education: Some Newer Developments.* Samuel Boskin, *ed.* New York: McGraw-Hill Book Company, 1965, p. 248.

eration, whether for the pooling of resources, for the interchange of sophisticated facilities, or for any of numerous other purposes, tends to encourage further cooperative efforts.

As interinstitutional cooperation has grown so has the demand for a detailed analysis of the cooperative mechanism. The Office of Education has received many requests from administrators of colleges and universities and of business and industry, as well as from educational researchers, for information about this movement. To provide the answers to the questions thus raised, the Office undertook a survey more broadly based than most other previous studies on the same subject, which generally had been limited in scope. Thus, the need for more detailed information concerning the form and function of current interinstitutional cooperation gave impetus to the Office study, which was designed not only to provide some insight into today's consortiums but also to help identify areas of the movement in which more intensive study would be fruitful.

The first Office of Education report on the findings of the survey was a comprehensive handbook, *A Guide to Higher Education Consortiums: 1965–66* (OE–50051), composed of two long tables—one a directory of institutions participating in consortiums, the other a directory of consortiums and their member institutions, both with selected data. Like that handbook, the present report should be of value to the many segments of education, business, and industry that have evinced interest in interinstitutional cooperation.

The Office of Education and the author wish to express their appreciation to the higher education administrators and other persons in the higher education community who through their help have contributed to the issuance of this exploratory study.

Contents

	Page
Foreword	iii
1. The Consortium Movement: Recent History and Rationale	1
2. One Thousand and Seventeen Consortiums: Facts and Figures	4
Institutional Size and Control	4
Consortium Size	5
Geographic Distribution of Consortiums	6
Areas of Cooperation	7
Types of Interchange	9
Academic Level	9
3. **Interrelationship of the Variables**	10
Areas of Cooperation	10
Types of Interchange	11
Academic Level	12
Financial Support	13
4. **Evaluation**	17
Existing Consortiums	17
Discontinued Consortiums	19
5. **Conclusions**	20
Organization	20
Interchange of Resources	22
Geographic Distribution	22
Financial Support	23
6. **Future Studies: Some Recommendations**	24
Appendixes	
A. Tables A through L	29
B. Development of the Survey	38
C. The Questionnaire	40

Text Tables

		Page
1.	Number and percent of institutions in the survey universe known to be a member of at least one consortium, by size of institution: 1965–66	5
2.	Number and percent of institutions in the survey universe known to be a member of at least one consortium, by type of institutional control: 1965–66	5
3.	Number of existing consortiums in bilateral and multilateral arrangements and percent which each group bears to total number: 1965–66	6
4.	Number of existing consortiums as a percent of the number of institutions surveyed, by region: 1965–66	6
5.	Number and percent of existing bilateral and multilateral consortiums in each of four geographic groups: 1965–66	7
6.	Number of existing consortiums, by area of cooperation: 1965–66	8
7.	Number and percent of existing consortiums, by area of cooperation, in descending order: 1965–66	8
8.	Number and percent of existing consortiums, by type of interchange: 1965–66	9
9.	Number and percent of existing consortiums, by level of cooperation: 1965–66	9
10.	Number and percent of existing bilateral and multilateral consortiums, by area of cooperation: 1965–66	10
11.	Number and percent of existing bilateral and multilateral consortiums, by number of areas of cooperation: 1965–66	11
12.	Number and percent of existing bilateral and multilateral consortiums, by major types of interchange: 1965–66	11
13.	Number and percent of existing consortiums in the three major areas of cooperation, by type of interchange: 1965–66	12
14.	Number and percent of existing bilateral and multilateral consortiums, by academic level of cooperation: 1965–66	12

Page

15. Number and percent of existing consortiums in the three major areas of cooperation, by academic level of cooperation: 1965–66 13
16. Number and percent of existing bilateral and multilateral consortiums having a separate budget and of those not having one: 1965–66 13
17. Number and percent of existing and planned consortiums, by source of financial support: 1965–66 14
18. Number and percent of existing bilateral and multilateral consortiums receiving Federal and/or private and other financial support: 1965–66 14
19. Number and percent of existing consortiums receiving Federal and/or private and other financial support, by geographic unit of cooperation: 1965–66 14
20. Number and percent of existing consortiums cooperating in academic and professional areas and in administration and development, by source of support: 1965–66 15
21. Number and percent of existing consortiums receiving Federal and/or private and other financial support, by area of cooperation: 1965–66 15
22. Percent of responses evaluating the worthwhileness of existing consortiums in terms of certain criteria: 1965–66 17
23. Number and percent of responses acknowledging certain favorable characteristics of consortiums as applicable to a specific existing consortium: 1965–66 18
24. Number and percent of responses acknowledging certain unfavorable characteristics of consortiums as applicable to a specific existing consortium: 1965–66 18

Appendix Tables

A. Number of existing bilateral and mutilateral consortiums, by academic level: 1965–66 29
B. Number of existing bilateral and multilateral consortiums, by type of interchange: 1965–66 30
C. Number of existing bilateral and multilateral consortiums in three major and four overlapping areas of cooperation: 1965–66 31

Page

D. Number of bilateral and multilateral existing consortiums, by geographic region and unit: 1965–66 31

E. Number of existing consortiums, by area of co-operation and by type of interchange: 1965–66 32

F. Number of existing consortiums, by area of co-operation and by academic level: 1965–66 33

G. Number of existing consortiums, by geographic region and unit and by area of cooperation: 1965–66 34

H. Number of existing consortiums, by geographic region and unit and by type of interchange: 1965–66 35

I. Number of existing consortiums, by geographic region and unit and by academic level: 1965–66 36

J. Number of existing bilateral and multilateral consortiums, by type of financial support: 1965–66 36

K. Number of existing consortiums, by area of co-operation and by type of financial support: 1965–66 36

L. Number of existing consortiums, by geographic region and unit and by type of financial support: 1965–66 37

1. The Consortium Movement:[1] *Recent History and Rational*

Dating from the 1920's, the Clarement (California) and Atlanta (Georgia) university centers were among the early successful group arrangements. After World War II, the movement accelerated, for higher education, faced with almost overwhelming enrollments—caused in part by the GI Bill—began to realize that the pooling of resources might help ease the strain on curriculums, facilities, faculties, and finances.

In 1949 the governors of 16 southern states entered into a higher education compact now known as the Southern Regional Educational Board (SREB). In 1953 the Western Interstate Commission for Higher Education (WICHE) was set up and in 1955 the New England Board of Higher Education (NEBHE). The creation of these organizations and of the regional and state compacts which followed them was indicative of a growing interest in local, regional, and state cooperation in higher education. By bringing together college and university administrators, providing them with a forum for communication, and giving direct encouragement through specific programs, the early consortiums acted as a catalyst for further growth of the movement.

With its encouragement of educational cooperation, the Federal Government also has played an effective role in the evolution of consortiums. The first major Federal legislation for assistance to cooperative arrangements—specifically to cooperative graduate centers—came in the form of the Higher Education Facilities Act of 1963 (HEFA),

[1] For a comprehensive review and an extensive annotated bibliography of the research and literature concerning this movement, see *Interinstitutional Cooperation in Higher Education* by Lawrence C. Howard. Produced under Office of Education contract with Duke University, this study is item No. 21 in a series (NEW DIMENSIONS IN HIGHER EDUCATION); it was issued by the Educational Resources Information Center (ERIC) of the Office as ERIC Document ED-013346.

Like other ERIC documents, ED-013346 is available in microfiche or photocopy of the typed manuscript and is disseminated only through the ERIC Document Reproduction Service, National Cash Register Company. For price information write to the company at 4936 Fairmont Avenue, Bethesda, Maryland 20014. Telephone: Code 301—652-6334.

Title II. Although HEFA did not generate any substantial number of such centers, it did attract attention to the idea of cooperation. Later, the Higher Education Act of 1965 provided for grants "to pay part of the cost of planning, developing, and carrying out cooperative arrangements which show promise as effective measures for strengthening the academic programs and the administration of developing institutions." This act has, in fact, proved an effective stimulus to cooperation.

Further Federal recognition of the value of consortiums appeared in the International Education Act of 1966. That act authorized the Secretary of Health, Education, and Welfare to

> . . . arrange, through grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies.

The problems facing colleges and universities today cry out for solutions conceived by creative techniques. Pressing, ever-increasing demands on the institutions have in reality forced them to re-examine the potentials of the cooperative mechanism.

One unrelenting demand is that for accommodating greater numbers of students. According to statistical projections of the Office of Education, undergraduate enrollments will have increased over 54 percent in the 10 years from 1966 to 1975—from 5.9 million to 9.1 million. During the same 10 years the graduate enrollment will have increased over 72 percent—from 630,000 to 1,086,000.

A concomitant of this ever-increasing enrollment will be a comparably increased number of earned degrees. The projected rise in bachelor's and first-professional degrees is shown in the following tabulation:

1966	*1975*	*Percent increased*
570,000	930,000	63

Earned doctor's degrees are expected to double by the end of the same 10 years.

Increases in enrollments and earned degrees automatically call for increases in facilities and faculty. It is difficult for colleges and universities to enlarge the former and add to and improve the latter through conventional means. At the graduate level the problem becomes especially acute, since at that level the requirements for facilities and faculty are more sophisticated. But providing these necessities for its major clientele, the students, has always been higher education's main function. The strain of providing adequate facilities and faculty for students as such, however, is magnified by the institutions' changing status and function within the community. In addition to their traditional goals of teaching, disseminating knowledge, and carrying on research, colleges and universities now find themselves committed to problems of national and international concern. Clark Kerr, former president of the University of California, has succinctly stated the posi-

tion of higher education today: "The University has become a prime instrument of national purpose." [2]

The sponsors of research and development in government, industry, and private foundations view the university as a major source of research talent and facilities. The university has thus become an important contributor to all fields of knowledge, especially the scientific and technological.

As an instrument of national purpose, higher education likewise finds that it must be ready to help raise educational standards in areas across the Nation where the educational systems—whether elementary, secondary, or higher—have been operating under low standards. Colleges and universities have fortunately discovered that one possible means of accomplishing the national purpose is to merge their strengths through interinstitutional cooperation, a step which also accomplishes each institution's own purpose of improving its quality concurrently with accommodating more students.

Higher education's discovery of the advantages accruing from interinstitutional cooperation and a warning that it must indeed become a part of the consortium movement were voiced in 1965 by the American Council on education, whose president, Logan Wilson, remarked:

> We can ill afford to continue fragmented educational policies and practices in an era of increased interdependence within the nation. The costs of unilateral action have become too high and the penalties of wasteful competition too great . . . There must be more institutional cooperation and unity of effort.[3]

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[2] *The Function of the University,* by Clark Kerr. Cambridge, Mass.: Harvard University Press, 1963. p. 87.

[3] "The Federal Government and Higher Education" by Logan Wilson. *Education and Public Policy.* Seymour Harris, *ed.* Berkeley: McCutcheon Publishing Corporation, 1965. p. 67.

2. *One Thousand and Seventeen Consortiums: Facts and Figures*

For the purposes of the present study, a consortium is an arrangement whereby two or more institutions—at least one of which is an institution of higher education—agree to pursue between, or among, them a program for strengthening academic programs, improving administration, or providing for other special needs. Obviously, a consortium is cooperative, but not all cooperation in higher education culminates in a consortium. The present study, however, views cooperation broadly and therefore considers any joint arrangement involving at least one 4-year degree-granting institution of higher education as a cooperative one to be called a consortium.

The arrangement may be simple (though formalized) and centered on a single area or service. Or it may be large and complex, performing many services and contributing to many educational areas. It may involve cooperation with such entities as graduate schools, universities, undergraduate colleges, libraries, museums, and television networks. The present study excludes educational associations, regional laboratories, clinical affiliations of medical and paramedical curriculums (for example, hospital internships and residencies), and student-teaching arrangements between colleges and schools.

The 1,017 existing consortiums [1] pertained to institutions that formed a part of a survey universe of 1,509 institutions awarding at least the bachelor's degree.

Institutional Size and Control

Almost 64 percent of the Nation's colleges and universities that award at least the bachelor's degree were cooperating with other institutions during the period covered by the survey, 1965–66. As table 1 discloses, institutional participation is directly related to institutional size, with

[1] From certain evidence it appears that many consortiums were not reported. Apparently some institutions have no systematic record of their cooperative arrangements.

over 90 percent of the very large, but under 50 percent of the small, having membership in existing consortiums.

Table 2 discloses that public institutions have a slightly greater tendency than do private institutions to enter cooperative arrangements—over 70 percent of the former as contrasted with 59 percent of the latter that are nonchurch-related and 61 percent of the latter that are church-related. Since these last two percentages are so close to each other, the factor of church-relatedness seems less significant than the factor of private control.

TABLE 1.—Number and percent of institutions in the survey universe known to be a member of at least one consortium, by size of institution: 1965–66

Size of institution[1]	Number of institutions in survey universe	Number of surveyed institutions having membership in at least one consortium	Percent of the survey universe
Total	*1,590*	*1,011*	*63.6*
Small	743	361	48.6
Medium	588	419	71.2
Large	139	119	85.6
Very large	120	112	93.3

[1] Size is designated in terms of enrollment: *small*—up to 999; *medium*—1,000–4,999; *large*—5,000–9,999; *very large*—10,000 or more.

TABLE 2.—Number and percent of institutions in the survey universe known to be a member of at least one consortium, by type of institutional control: 1965–66

Institutional control	Number of institutions in survey universe	Number of surveyed institutions having membership in at least one consortium	Percent of the survey universe
Total	*1,590*	*1,011*	*63.6*
Public	433	311	71.8
Private nonchurch-related	415	245	59.0
Private church-related	742	455	61.3

Consortium Size

For discussion purposes, this study classifies consortiums as "bilateral" if only two institutions belong to the particular consortium and as "multilateral" if three or more belong. The study subdivides the latter group as follows: *small*—3–, 4–, or 5–member–institutions; *medium*—6 to 10; *large*—11 or more.

About 66–⅔ percent of the 1,017 existing consortiums are bilateral arrangements and about 18 percent small multilateral (table 3). One reason why such a large percent of the consortiums are bilateral is that this group contains many institutions having what is called a "three–two" plan, whereby after 3 years in a liberal arts college students transfer to an institution which gives them 2 years of technical training.

TABLE 3.—Number of existing consortiums in bilateral and multilateral arrangements and percent which each group bears to total number: 1965–66

Type of arrangement and size[1]	Number	Percent
Total	*1,017*	*100.0*
Bilateral	673	66.2
Multilateral		
Total	*344*	*33.8*
Small	187	18.4
Medium	82	8.1
Large	75	7.5

[1] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

Geographic Distribution of Consortiums

Of all four regions, the Great Lakes/Plains region has the highest number of existing consortiums—315, which represent 67.4 percent of the number of institutions (467) surveyed in that region. The lowest number is the West/Southwest's—196, amounting to 66.9 percent of the surveyed institutions in the region (table 4).

TABLE 4.—Number of existing consortiums as a percent of the number of institutions surveyed, by region: 1965–66

Region[1]	Number of consortiums	Number of institutions surveyed	Consortiums as a percent of institutions surveyed
Total	*1,017*	*1,590*	*63.6*
Northeast	285	490	58.2
Southeast	209	327	63.9
Great Lakes/Plains	315	467	67.4
West/Southwest	196	293	66.9
Outlying areas and service schools	6	13	46.2

[1] The states comprising each region are as follows: *Northeast*—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Jersey, New Hampshire, New York, Pennsylvania, Rhode Island, and Vermont. *Southeast*—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, and West Virginia. *Great Lakes/Plains*—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. *West/Southwest*—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

When separated into *bilateral* and *multilateral* groups, the 1,017 existing consortiums present a somewhat detailed picture of the relationship between consortium size (i.e., number of institutions belonging to a given consortium) and geographic propinquity of the member-institutions (table 5). Taking the extremes from smallest to largest consortium size (i.e., from a membership of 2 institutions to a membership of 11 or more), within the smallest geographic unit (single state), one finds the following:

Single-state consortiums constitute—

58.0 of all bilaterals.

17.3 of all large multilaterals.

TABLE 5.—Number and percent of existing bilateral and multilateral consortiums in each of four geographic groups: 1965–66

Type of arrangement and size[1]	Total		Single state		Regional[2]		National[3]		International[4]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bilateral	673	*100.0*	390	58.0	108	16.0	172	25.6	3	0.4
Multilateral										
Total	*344*	*100.0*	*161*	*46.8*	*67*	*19.5*	*73*	*21.2*	*43*	*12.5*
Small	187	*100.0*	111	59.4	28	15.0	33	17.6	15	8.0
Medium	82	*100.0*	37	45.1	18	22.0	17	20.7	10	12.2
Large	75	*100.0*	13	17.3	21	28.0	23	30.7	18	24.0

[1] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

[2] All institutions within each consortium are located in more than one state but within only one of the regions described in footnote 1, table 4.

[3] Two or more institutions within each consortium are located in two or more of the regions described in footnote 1, table 4.

[4] Two or more institutions within each consortium are located outside the U.S.A.

Taking the same extremes within the largest geographic unit (international), one finds the following:

International consortiums constitute—

0.4 percent of all bilaterals.

24.0 percent of all large multilaterals.

Finally, taking the same extremes within the national geographic unit, one finds the following:

National consortiums constitute—

25.6 percent of all bilaterals.

30.7 percent of large multilaterals.

The largest percent in table 5 is 59.4. This percent is what single–state consortiums constitute of the total number of all small multilaterals.

In regard to whole numbers and as between the bilateral consortiums and all the multilateral consortiums taken as a whole, the former (numbering 673) are almost twice as numerous as the latter (numbering 344). These 673 bilaterals number among them many colleges that have separate bilateral arrangements with one or with several of the best–known institutions in the United States. Among such institutions are Columbia University and the California Institute of Technology, each of which sponsors a "three–two" engineering program.

Areas of Cooperation

The 1,017 existing consortiums are amenable to distribution (or classification) by areas of cooperation (table 6). The consortiums lend themselves to grouping under three major areas:

1. Academic and Professional[5]
2. Administration and Development (Covers institutional planning, development and administration, and strengthening developing institutions.)
3. Special Purpose, General, and Informational (Covers compacts, regional education boards, contract or special resource centers, and industry-related consortiums.)

TABLE 6.—Number of existing consortiums, by area of cooperation: 1965–66

Area of cooperation	Number	Percent
Total	*1,017*	*100.0*
Major Areas		
Academic and professional	731	71.9
Administration and development	26	2.6
Special purpose, general, and informational	16	1.6
Overlapping Areas		
Academic and professional and administration and development	95	9.3
Academic and professional and special purpose	84	8.2
Administration and development and special purpose	5	0.5

A single consortium, however, may cooperate under one or more of these three major areas, and table 6 makes use of three other areas, each created from a combination of two of the major areas.

The most frequent area of cooperation is academic and professional, in which are found 731 (71.9 percent) of the 1,017 existing consortiums.

When the major area of academic and professional is broken down into its 10 components, social sciences prove to be the largest, with 287 consortiums; and law the smallest, with 27 (table 7).

TABLE 7.—Number[1] and percent of existing consortiums, by area of cooperation, in descending order: 1965–66

Area of cooperation	Number	Percent
Academic and Professional		
Social sciences (including area studies and business administration)	287	12.6
Education	265	11.7
Life sciences and/or agriculture	245	10.8
Engineering	224	9.9
Physical and earth sciences and mathematics	217	9.6
Humanities and fine arts	211	9.3
Library	123	5.4
Medicine and paramedicine	106	4.7
Religion and theology	101	4.4
Law	27	1.2
Administration and Development		
Cooperative administration	95	4.2
Upgrading of developing institutions	94	4.1
Planning or development	73	3.2
Special Purpose, General, and Informational		
Contract or other special resource centers	71	3.1
Regional educational boards or compacts	46	2.0
Industry-related	41	1.8
Other	45	2.0

[1] Totaling more than 1,017, the numbers are not mutually exclusive.

Administration and development as a major area has cooperative administration as its largest component (95) and upgrading of developing institutions as its next largest—practically the same (94).

[1] For the purposes of the study, this major area is composed of the following: Law, library, education, engineering, theology and religion, humanities and fine arts, social sciences and business administration, life sciences and agriculture, physical and earth sciences and mathematics, medicine and paramedical studies.

Types of Interchange

The concept of joint action, implicit in the word consortium, involves the sharing or exchange of institutional resources. Three types of resource-sharing are (1) faculty, (2) students, and (3) facilities. One or more of these types were present in all cooperative arrangements operating at the time the present study's survey was conducted. A fourth type, program and services, was discovered in survey responses, but since it did not appear on the questionnaire, it is omitted from the present analysis.

TABLE 8.—Number and percent of existing consortiums, by type of interchange: 1965–66

Type of interchange	Number	Percent[1]
Total	*1,017*	*100.0*
Students, faculty, and facilities	382	37.6
Students only	272	26.7
Facilities only	114	11.2
Students and faculty	73	7.2
Faculty and facilities	72	7.1
Faculty only	62	6.1
Students and facilities	42	4.1

[1] Percents do not add up to 100, since any one consortium may include more than one type of interchange.

As table 8 reveals, the largest group of 382 consortiums is the one composed of all three types of interchange; the next largest, the one which interchanges only students—272.

Academic Level

The largest proportion of existing consortiums entail cooperation at the graduate level, as shown in table 9. This emphasis may reflect the fact that providing for graduate education, student for student, is more costly than is undergraduate education.

TABLE 9.—Number and percent of existing consortiums, by level of cooperation: 1965–66

Level of cooperation	Number	Percent
Total	*1,017*	*100.0*
Graduate only	455	44.7
Undergraduate only	314	30.4
Graduate and undergraduate	248	24.9

3. *Interrelationship of the Variables*[1]

Areas of Cooperation

Although the vast majority of cooperative activities involve cooperation in the academic and professional areas, a relationship exists between the number of institutions participating in a consortium and the area of cooperation. The larger the consortium, for example, the more likely it is to cooperate in administration and development and in special purpose, general, and informational (table 10). Slightly more than half of the large multilateral consortiums cooperate in administration and development as compared with approximately 10 percent of the bilaterals. Fewer than 10 percent of the bilaterals, but more than 57 percent of the large multilaterals, cooperate for special purpose, general, and informational. Regardless of consortium size (i.e., number of participating institutions), over 90 percent of all consortiums cooperate in the academic and professional area.

TABLE 10.—Number and percent[1] of existing bilateral and multilateral consortiums, by area of cooperation: 1965–66

Type of arrangement and size[2]	Total		Academic and professional		Administration and development		Special purpose, general, and informational	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bilateral	*678*	*100.0*	651	96.7	70	10.4	59	8.8
Multilateral								
Total	*344*	*100.0*	*333*	*93.9*	*116*	*33.7*	*106*	*30.8*
Small	*187*	*100.0*	177	94.6	44	23.5	38	20.3
Medium	*82*	*100.0*	74	90.2	34	41.5	25	30.5
Large	*75*	*100.0*	72	96.0	38	50.7	43	57.3

[1] Percents do not add to 100 because a consortium may involve more than one type of cooperation.
[2] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

[1] When analyzing the tables in this chapter, the reader should bear in mind that many consortiums fall into more than one category and should refer to the appendix tables to obtain the raw data from which the text tables were drawn.

TABLE 11.—Number and percent of existing bilateral and multilateral consortiums, by number of areas of cooperation: 1965–66

Number of areas of cooperation	Total		Bilateral[1]		Multilateral[2]					
					Small		Medium		Large	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	*1,017*	*100.0*	*673*	*66.2*	*187*	*18.4*	*82*	*8.0*	*75*	*7.4*
One	773	100.0	578	74.8	127	16.4	42	5.4	26	3.4
Two	184	100.0	83	45.1	48	26.1	29	15.8	24	13.0
Three	60	100.0	12	20.0	12	20.0	11	18.3	25	41.7

[1] A bilateral consortium consists of 2 institutions.

[2] A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

The narrow scope of bilateral cooperation is further illustrated by the number of areas of cooperation in which a single consortium participates. As disclosed in table 11, 74.8 percent of the one–area consortiums were bilaterals as contrasted with 3.4 percent of the large multilaterals. The 3–area consortiums constituted 41.7 percent of the large multilaterals, but only 20 percent of the bilaterals.

Types of Interchange

Bilateral consortiums are more likely to be characterized by student interchange than are multilateral consortiums, as disclosed by table 12, which shows the percent for the former as 79.5 and the overall percent for the latter, only 68. As to faculty interchange, it appears that the larger the cooperative arrangement (i.e., the greater the number of participating institutions), the more likely faculty will be shared. The highest percent is 74.7, achieved by the group of large consortiums (i.e., those consisting of 11 or more institutions); and the lowest, 53.9. In other words, the proportion of consortiums characterized by faculty interchange declines directly with the diminishing number of institutions composing them.

TABLE 12.—Number and percent[1] of existing bilateral and multilateral consortiums, by major types of interchange: 1965–66

Type of arrangement and size[2]	Total		Type of interchange					
			Students		Faculty		Facilities	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bilateral	*673*	*100.0*	535	79.5	363	53.9	400	59.4
Multilateral								
Total	*344*	*100.0*	*234*	*68.0*	*226*	*65.7*	*210*	*61.0*
Small	*187*	*100.0*	134	71.7	116	62.0	100	53.5
Medium	*82*	*100.0*	50	61.0	54	65.8	60	73.2
Large	*75*	*100.0*	50	66.7	56	74.7	50	66.7

[1] Percents do not add to 100 because a consortium may participate in more than one type of interchange.

[2] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE 13.—Number and percent[1] of existing consortiums in the three major areas of cooperation, by type of interchange: 1965–66

Area of cooperation	Total		Type of interchange					
			Students		Faculty		Facilities	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Academic and professional	*970*	*100.0*	753	77.6	563	58.0	575	59.3
Administration and development	*186*	*100.0*	122	65.6	137	73.6	134	72.0
Special purpose, general, and informational	*165*	*100.0*	99	60.0	113	68.5	127	77.0

[1] Totaling more than 1,017, the numbers are not mutually exclusive, and the percents do not add up to 100.

When classified by areas of cooperation, consortiums as a whole—without regard to bilaterals and multilaterals—show that those cooperating in the academic and professional area have the highest percent (77.6) of student interchange (table 13). On the other hand, the highest percent (73.6) of faculty interchange is shown by the consortiums cooperating in the area of administration and development.

Academic Level

The relationship between the number of institutions participating in a consortium and its academic level is illustrative of the limited nature of bilateral cooperation (table 14). To put it another way, a greater proportion of the bilaterals operate on a single academic level, whether undergraduate or graduate, than do the multilaterals as a whole, the contrasting percents being 32.2 (bilaterals) *vs.* 28.2 (multilaterals) on the undergraduate level and 46.1 (bilaterals) *vs.* 42.2 (multilaterals) on the graduate. Oddly enough, the small consortiums (those composed of 3, 4, or 5 institutions) have the highest percent of members cooperating on the graduate level—51.3. When it comes to cooperating on both levels, the large multilaterals have the highest percent—44.

TABLE 14.—Number and percent of existing bilateral and multilateral consortiums, by academic level of cooperation: 1965–66

Type of arrangement and size[1]	Total		Graduate		Undergraduate		Graduate and undergraduate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bilateral	*673*	*100.0*	310	46.1	217	32.2	146	21.7
Multilateral *Total*	*344*	*100.0*	*145*	*42.2*	*97*	*28.2*	*102*	*29.7*
Small	*187*	*100.0*	96	51.3	54	28.9	37	19.8
Medium	*82*	*100.0*	26	31.7	24	29.3	32	39.0
Large	*75*	*100.0*	23	30.7	19	25.3	33	44.0

[1] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE 15.—Number and percent[1] of existing consortiums in the three major areas of cooperation, by academic level of cooperation: 1965–66

Area of cooperation	Total		Graduate		Undergraduate		Graduate and undergraduate	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Academic and professional	*970*	*100.0*	444	45.8	281	29.0	245	25.2
Administration and development	*186*	*100.0*	56	30.1	64	34.4	66	35.5
Special purpose, general, and informational	*165*	*100.0*	82	49.7	35	21.2	48	29.1

[1] Totaling more than 1,017, the numbers are not mutually exclusive, and the percents do not add up to 100.

When classified again by areas of cooperation (as in table 13), consortiums as a whole—without regard to bilaterals and multilaterals—show that the highest percent (49.7) is reached in the area of special purpose, general, and informational on the graduate level, as revealed by table 15. This table also reveals that when cooperating in the area of administration and development, undergraduate consortiums surpass the graduate ones—the percents being 34.4 for the former and 30.1 for the latter. Institutions cooperating in this area of administration and development are more likely to be 4–year ones, which include "developing" institutions, and the area of "administration and development" embraces projects to aid in the strengthening of developing institutions.

Financial Support

From the universe of 1,017 existing consortiums, the questionnaire survey for the present study elicited information concerning financial support from a total of 971, and concerning the matter of a separate budget from a smaller total of 895. As revealed by table 16, only 33.4 percent of 895 of the existing consortiums maintain a separate budget and as between bilaterals and multilaterals, the latter are more likely to do so.

TABLE 16.—Number[1] and percent of existing bilateral and multilateral consortiums having a separate budget and of those not having one: 1965–66

Type of arrangement[2]	Total		Yes		No	
	Number	Percent	Number	Percent	Number	Percent
Total	*895*	*100.0*	*299*	*33.4*	*596*	*66.6*
Bilateral	629	100.0	177	28.1	452	71.9
Multilateral	266	100.0	122	45.9	144	54.1

[1] Information about a separate budget was lacking on the completed questionnaires for 122 of the 1,017 existing consortiums; hence, the total number of consortiums with which this table deals is only 895.

[2] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE 17.—Number [1] and percent [2] of existing and planned consortiums, by source of financial support: 1965–66

Source of financial support	Existing		Planned	
	Number	Percent [1]	Number	Percent [1]
Total	*971*	*100.0*	*203*	*100.0*
Federal	197	20.3	87	42.8
Private	349	35.9	42	20.7
Other	510	52.5	97	47.8

[1] Information about sources of financial support was lacking on the completed questionnaires for 46 of the 1,017 existing consortiums; hence, the number of existing consortiums with which this table deals is only 971. The figures for Federal, private, and other add to more than 971 because they are not mutually exclusive.

[2] Percents do not add to 100 since the consortiums may be receiving, or may expect to receive, both Federal and private support.

TABLE 18.—Number [1] and percent of existing bilateral and multilateral consortiums receiving Federal and/or private and other financial support: 1965–66

Type of arrangement and size [2]	Total		Federal and/or private		Other	
	Number	Percent	Number	Percent	Number	Percent
Bilateral	*645*	*100.0*	252	39.1	393	60.9
Multilateral						
Total	*326*	*100.0*	*209*	*64.1*	*117*	*35.9*
Small	*178*	*100.0*	93	52.2	85	47.8
Medium	*77*	*100.0*	53	68.8	24	31.2
Large	*71*	*100.0*	63	88.7	8	11.3

[1] Information about sources of financial support was lacking on the completed questionnaires for 46 of the 1,017 existing consortiums; hence, the total number of such consortiums with which this table deals is only 971.

[2] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE 19.—Number [1] and percent of existing consortiums receiving Federal and/or private and other financial support, by geographic unit of cooperation: 1965–66

Unit of cooperation	Total		Federal and/or private		Other	
	Number	Percent	Number	Percent	Number	Percent
All units	*971*	*100.0*	*461*	*47.5*	*510*	*52.5*
City and county	*223*	*100.0*	78	35.0	145	65.0
Single state	*298*	*100.0*	119	39.9	179	60.1
Regional	*167*	*100.0*	83	49.7	84	50.3
National	*237*	*100.0*	147	62.0	90	38.0
International	*46*	*100.0*	34	73.9	12	26.1

[1] Information about sources of financial support was lacking on the completed questionnaires for 46 of the 1,017 existing consortiums; hence, the total number of such consortiums with which this table deals is only 971.

Consortiums receiving financial support other than Federal or private derive funds from a variety of sources, among which are state and local governments, student fees, and the individual institutions composing the consortiums. It is not inconceivable that many consortiums require no funds separate and distinct from those of their participating

institutions. This may be the reason why only 33.4 percent of 895 existing consortiums report separate budgets.

The present study made no attempt to ascertain the magnitude of financial support from any source or the relative proportion of that support from any source. It is clear, however, from table 17 that a majority of existing consortiums receive no Federal or private support and that, as between Federal and private, the latter source is the greater. It is also clear that a shift occurs in the case of consortiums being planned. For example, while only 20.3 percent of 971 existing cooperative arrangements receive Federal monies, 42.8 percent of the 203 planned ones expect to receive them (table 17).

This increasing reliance on the Federal government may be traced in part to increased expectations resulting from various education acts of the recent past. Among them are the Higher Education Facilities Act of 1963, the Higher Education Act of 1965, and the International Education Act of 1966.

The relationship between the size of the consortium (i.e., number of participating institutions) and the source of financial support is shown in table 18: bilaterals receiving 39.1 percent of their support from Federal and/or private sources, and multilaterals as a whole 64.1 percent. Within the three classes of multilaterals this trend is also observable, the percents ranging upward from the small consortiums (52.2 percent) to the large ones (88.7 percent).

TABLE 20.—Number[1] and percent[2] of existing consortiums cooperating in academic and professional areas and in administration and development, by source of support: 1965–66

Source of Support	Total		Academic and professional		Administration and development		Other	
	Number	Percent[1]	Number	Percent[1]	Number	Percent[1]	Number	Percent[1]
Federal and/or private	*461*	*100.0*	437	94.8	120	26.0	114	24.7
Other	*510*	*100.0*	491	96.3	56	11.0	43	8.4

[1] Information about sources of financial support was lacking on the completed questionnaires for 46 of the 1,017 existing consortiums; hence, the total number of such consortiums with which this table deals is only 971.

[2] Percents do not add up to 100 since many of the consortiums cooperate in more than one area.

TABLE 21.—Number[1] and percent of existing consortiums receiving Federal and/or private and other financial support, by area of cooperation: 1965–66

Area of cooperation	Total		Federal and/or private		Other	
	Number	Percent	Number	Percent	Number	Percent
Academic and professional	*928*	*100.0*	437	47.1	491	52.9
Administration and development	*178*	*100.0*	120	68.2	56	31.8
Other	*157*	*100.0*	114	72.6	43	27.4

[1] The total number exceeds 1,017 since for this table the areas of cooperation overlap, with a given consortium counted more than once.

The geographic unit of cooperation also appears to be related to sources of financial support (table 19). The larger the geographic area encompassed, the more likely that the consortium is receiving some support from Federal and/or private sources. The extremes are 35 percent for consortiums entirely within a city or county and 73.9 percent for the international ones. Likewise, as between single-state and regional consortiums, the gap is 39.9 percent for the former and 49.7 percent for the latter.

Most of the cooperative arrangements that do receive Federal and/or private support are those cooperating in academic and professional areas—94.8 percent (table 20).

4. *Evaluation*

Existing Consortiums

A total of 708 institutions returned 1,314 evaluative responses to part II, section D of the survey questionnaire. Each evaluative response was confined to a single, specific, existing consortium.

It is virtually impossible to hypothesize all the reasons why an institution did not evaluate a particular consortium (or, as in some cases, did not even report it). Nonresponses in many instances can be traced, however, to the institution's inadequate record-keeping of its consortiums. Also, it is not inconceivable that an institution might choose to overlook, rather than evaluate unfavorably, any or all of its cooperative endeavors. This last possibility should be kept in mind for the bias it could produce.

To the degree that inadequate or incomplete reporting introduces bias it weakens any survey, including this one on consortiums. Some broad conclusions can be drawn from the consortium survey, however, in light of the overwhelming proportion of responses that favored cooperative action.

TABLE 22.—Percent of responses evaluating the worthwhileness[1] of existing consortiums in terms of certain criteria: 1965–66

[1,314 responses[2]=100 percent]

Criteria	*Percent*
No	0.9
Doubtful	5.0
Yes	52.1
Very much so	41.9

Generally speaking, the 708 institutions view their existing consortiums favorably—in the language of the questionnaire, "yes" 52.1 per-

[1] The survey questionnaire (part II, section D) posed the question as follows: "Considering all factors in this arrangement, pro and con, are the results worth the effort?"

[2] A total of 708 institutions returned 1,314 evaluative responses (part II, section D of the survey questionnaire). Each evaluative response was confined to a single, specific consortium. Two or more institutions of course could have responded independently to a given question in regard to the same specific consortium.

cent and "very much so" 41.9 percent, producing a total of 94 percent (table 22).

TABLE 23.—Number and percent of responses acknowledging certain favorable characteristics of consortiums as applicable to a specific existing consortium: 1965–66

[1,314 responses [1]=100 percent]

Characteristic	Number of responses to the question	Percent of the 1,314 responses
1. Makes better use of specialized or unique facilities and/or staff	938	71.4
2. Strengthens, enriches, or upgrades institutions concerned	858	65.3
3. Makes possible programs or quality otherwise impracticable	828	63.0
4. Broadens perspective of institutions	780	59.4
5. Avoids unnecessary duplication by pooling of resources	758	57.7
6. Broadens range of courses	734	55.8
7. Provides additional incentives for students and teachers	711	54.1
8. Enables small institutions to enjoy advantages of large ones	690	52.5
9. Facilitates degree programs in interdisciplinary areas	427	32.5
10. Coordinated approach better serves region with graduate courses	412	31.4
11. Has proved to be an overall economy measure	267	20.3
12. Presents a united front in negotiations with other agencies	260	19.8
13. Other	106	8.1

[1] A total of 708 institutions returned 1,314 evaluative responses (part II, section D of the survey questionnaire). Each evaluative response was confined to a single, specific consortium. Two or more institutions of course could have responded independently to a given question in regard to the same specific consortium.

TABLE 24.—Number and percent of responses acknowledging certain unfavorable characteristics of consortiums as applicable to a specific existing consortium: 1965–66

[1,314 responses [1]=100 percent]

Characteristic	Number of responses to the question	Percent of the 1,314 responses
1. Lacks adequate financial support	269	20.5
2. Has administrative problems: admissions, tuition, calendars, student travel, etc.	253	19.2
3. Some institutions do not cooperate fully	95	7.2
4. Its need is not well established (or communicated)	93	7.1
5. Geographic isolation of graduate center (special facility) makes for difficulty	71	5.4
6. One institution tends to dominate	68	5.2
7. Takes too much administrative time	49	3.7
8. Incurs fear of loss of students to other institutions	46	3.5
9. Is not well accepted by faculties	45	3.4
10. Is not well thought-through	36	2.7
11. Program does not follow original goals	30	2.3
12. There is significant loss of institutional autonomy	11	0.8
13. Other	88	6.7

[1] A total of 708 institutions returned 1,314 evaluative responses (part II, section D of the survey questionnaire). Each evaluative response was confined to a single, specific consortium. Two or more institutions of course could have responded independently to a given question in regard to the same specific consortium.

Three of the evaluative points relating to favorable characteristics of specific consortiums (table 23) evoked responses ranking over 60 percent:

1. Makes better use of specialized or unique facilities and/or staff 71.4
2. Strengthens, enriches, or upgrades institutions concerned 65.3
3. Makes possible programs or quality otherwise impracticable 63.0

Three other evaluative points produced rankings of over 55 percent:

1. Broadens perspective of institutions 59.4
2. Avoids unnecessary duplication by pooling resources 57.7
3. Broadens range of courses 55.8

By contrast, of the evaluative points relating to unfavorable characteristics (table 24), the highest response evoked only 20.5 percent and the next highest only 19.2. These evaluative points were, respectively, that the consortium lacked adequate financial support [1] and that it had administrative problems relating to admissions, tuition, calendars, student travel, and the like.

Discontinued Consortiums [2]

The 708 institutions reported on only 34 discontinued consortiums, a number too small to draw many valid conclusions.

Eight of the 34 were multilateral arrangements and 26 bilateral; 107 institutions had participated in them. The patterns of favorable and unfavorable evaluations for these few discontinued consortiums (many more discontinued ones were undoubtedly unreported) generally mirrored those for the existing consortiums. Unexpectedly, 90 percent of the overall evaluations said that the results of the 34 no–longer–existing consortiums had been worth the effort. The evaluations stated that half of these 34 had completed their missions.

The evaluative points on unfavorable characteristics evoking the highest response were as follows:

1. The consortium lacked adequate financial support. (Also highest for existing consortiums.)
2. It had administrative problems relating to admissions, tuition, calendars, student travel, and the like. (Also second highest for existing consortiums.)
3. Its need had not been well established or communicated. (Fourth highest for existing consortiums.)

[1] In table 23 the evaluative point relating to finances ("Has proved to be an overall economy measure") ranked only 20.3 percent. One must bear in mind, however, that many consortiums are not planned with economy as their main objective; for example, consortiums with contract laboratories and the "three–two" arrangements in engineering.

[2] Discontinued during the 5 years preceding 1965–66.

5. *Conclusions*

Certain conclusions emerge as a result of analyzing the completed questionnaires, the interviews that preceded their distribution, and the correspondence that was exchanged at all stages of the study.

Organization

An initial agreement to participate in cooperative activities can be either formal or informal. The agreeing institutions may bind themselves by incorporation charter or contract or merely by a letter or a telephone conversation. Many such participants believe that the formality or informality of the cooperative agreement has little or no relevance for its success. Such a belief is exemplified by the successful relationship between the Massachusetts Institute of Technology and the Wood's Hole Oceanographic Institute, based on an exchange of correspondence; and by the Consortium of Universities of the Washington Metropolitan Area, an incorporated entity.

Far more relevant to the success of cooperative efforts than their formal structure is the willingness of the participating institutions' administrations, faculties, and students to modify traditional views and methods to meet their needs through consortiums.

Similarly, the number of institutions participating in a cooperative arrangement is not a decisive factor in its success: it can be found among consortiums involving only two institutions and likewise among those involving many. A factor more important than number seems to be that of purpose: single-purpose consortiums appear to be more easily maintained than do multi-purpose consortiums. The large ones whose activities are directed to a single purpose—such as data processing, computer networks, or library-resource sharing—have a narrower scope and perhaps for this reason are easier to maintain than are the small bilateral arrangements that cut across numerous academic disciplines and administrative lines and involve facilities, faculty, and students.

Regardless of the consortium's size, its success will depend to a large extent on the establishment of clear and accessible lines of communication. It almost goes without saying that the more complex the arrangement, the more necessary is an effective communication system. To be successful, a consortium must maintain a flexible approach to cooperation—in other words, the institutions composing the consortium must be willing to share decision-making rather than continue it as the exclusive prerogative of each institution by itself.

Exemplifying the modification of traditionally guarded prerogatives for the sake of fruitful cooperation is the variety of consortium arrangements for conferring degrees. Under such arrangements they may be conferred by one key institution belonging to the consortium, by several of the institutions, or by all.

Most consortiums do not relinquish administrative control to an independent board of trustees, but keep it within the cooperating institutions. Only 30 percent of the 1,017 existing consortiums have both operating and advisory boards. In fact, most do not have even an informal operating board or committee, but are administered by institutional personnel.

Successful consortiums are not limited to those composed of institutions having similar size or the same kind of control. For example, the variety of consortiums that utilize the Argonne National Laboratory illustrates this fact. Institutions composing these consortiums range from large universities that award many doctorates in major scientific fields to small colleges that neither award doctorates nor send graduate students to study at the Laboratory.

Opportunities for cooperative affiliation are not limited to degree-granting institutions. Many colleges and universities have allied themselves with the National Laboratories, the Smithsonian Institution, Wood's Hole Oceanographic Institute, and other research-oriented organizations.

Interest in and support of interinstitutional cooperation is not limited to institutions of higher education. Among the largest and most effective sponsors of cooperation among colleges and universities are three regional compacts and the numerous state coordinating agencies for higher education. The regional compacts—New England Board of Higher Education, Southern Regional Education Board, and Western Interstate Commission for Higher Education—have served as catalysts in the establishment of numerous consortiums. Each of these compacts is notable for having the same major goal: to unify the resources of its member states and institutions as a means to developing a cohesive approach to the regional problems of higher education. Again, each compact derives financial support from its participants and from private foundations and public agencies.

The movement toward establishing state coordinating agencies for

higher education has been furthered by title I of the Higher Education Facilities Act of 1963, which requires the functioning of state agencies in the administration of grants for the construction of undergraduate academic facilities. The organizational patterns of these agencies cannot always be sharply defined: they may be established voluntarily or by legislative fiat and may include private, as well as public, colleges and universities. The agencies not only administer the facilities grants but often have additional responsibilities for governing and/or coordinating higher education in the state.

Interchange of Resources

For the purposes of this study, the factors in cooperative interchange have been simplified into three major ones: facilities, faculty, and students. In practice, however, joint activities are more complex than this terminology suggests. Among the numerous determinants of the interchange's final structure are three obvious ones—distance between the participating institutions, duration of the interchange, and its financing.

Facilities may be shared on a day-to-day basis or for a longer period, depending upon the facility and the distance between it and the institution sharing it.

Faculty exchange may be for a single lecture or for a lecture series lasting throughout a semester or extending a year or longer. If the member institutions are located within commuting distance, the exchange may be on a daily basis. Faculty salaries may be paid by one or more of the institutions. In some cases, the faculty member is employed simultaneously by more than one institution and receives multiple pay checks.

A *student* interchange may permit students of one institution to enroll for a single course or for several courses at another institution. In the "three–two" type of consortium, students usually transfer to another institution for the last 2 years of a 5–year program leading to a degree in engineering or forestry, for example.

Geographic Distribution

The importance of geographic proximity varies with the type of activities in which a consortium is engaged. For example, although potentially susceptible to being hampered by long-term interchange of facilities, faculty, or students, computer networks are not hampered by distance as such. For a daily interchange of any one of these three, however, a distance between cooperating institutions of not more than 50 miles or so is almost a necessity.

Financial Support

The financial needs of consortiums are closely related to those of the cooperating institutions themselves. A consortium frequently requires funds for planning, facilities, staff, and operation. Before it is established, financial arrangements should be made to obtain funds for such purposes. Indeed, in order to avoid one of the major pitfalls concomitant with setting up a consortium, the planners should work out a clear financial plan and ascertain the amount and sources of monies available for the purpose.

The present study has revealed that although interinstitutional cooperation does not always reduce costs, it often does permit the purchase of better services for the same amount of money. Also—and perhaps more important than any other fact about consortiums for the future of higher education—is the fact that cooperation can make possible the purchase of facilities or services that would be impossible for a single institution to afford. In this area alone consortiums can have an innovative impact.

6. *Future Studies: Some Recommendations*

Before the present study on interinstitutional cooperation was made, efforts to carry out in-depth research in this field were hampered by a lack of basic data. This study and its predecessor, *A Guide to Higher Education Consortiums: 1965–66*,[1] should together provide the basic data to facilitate in-depth studies.

The scope of future individual research projects on higher education consortiums could be limited to in-depth analyses of specific facets of cooperation. Such well-defined limits would permit the researcher to confine his research to a small number of selected consortiums. Through interviews with persons who have been intimately associated with those particular ventures—administrators, faculty, students—the researcher would then delve deeply into the total experiences of the affected consortiums.

The following areas of interinstitutional cooperation merit further study:

1. *The mechanism by which to initiate cooperation.*

   (What persons are responsible for establishing consortiums? What benefits do the prospective member institutions expect (or hope) to gain from a consortium?)

2. *Consortium financing.*

   (Both source and extent of support.)

3. *Specific problems encountered in operating a consortium.*

4. *A general appraisal of the consortiums.*

   (Analysis of successes, failures, and benefits.)

[1] By Raymond S. Moore. U.S. Department of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1967. 175 p. (Single copies available free from Office of Education Publications Distribution, Washington, D.C. 20202, as long as present supply lasts. Otherwise, order direct from the Superintendent of Documents, Washington, D.C. 20402. Price $1.25.)

5. *Interinstitutional cooperation involving junior colleges.*

   (Particular emphasis on how such cooperation is articulated on the one hand with secondary schools and on the other hand with senior colleges.)

6. *Special problems of cooperation between tax-supported and church-supported colleges and universities.*

   (Investigate also any legislation inhibiting such cooperation.)

Potentially fruitful research on consortiums is by no means limited to the six areas outlined above. The complexities of interinstitutional cooperation make it a subject wide open for future study.

Appendixes

A. Tables A–L

B. Development of the Survey

C. The Questionnaire

Appendix A. Tables A–L

TABLE A.–Number of existing bilateral and multilateral consortiums, by academic level: 1965–66

Type of arrangement and size[1]	Total	Graduate only	Undergraduate only	Graduate and undergraduate
Total	*1,017*	*455*	*314*	*248*
Bilateral	*675*	310	217	146
Multilateral				
Small	*187*	96	54	37
Medium	*82*	26	24	32
Large	*75*	23	19	33

[1] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3,4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE B.—Number of existing bilateral and multilateral consortiums, by type of interchange: 1965–66

Type of arrangement and size[1]	Total	Students only	Faculty only	Facilities only	Students and faculty	Students and facilities	Faculty and facilities	Students, faculty, and and facilities
Total	*1,017*	*272*	*62*	*114*	*73*	*42*	*72*	*382*
Bilateral	*673*	215	27	62	31	33	49	256
Multilateral								
Small	*187*	44	17	24	26	3	12	61
Medium	*82*	8	6	17	8	3	9	31
Large	*75*	5	12	11	8	3	2	34

[1] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3,4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE C.—Number of existing bilateral and multilateral consortiums in three major and four overlapping areas of cooperation: 1965–66

Area of cooperation	Total	Bilateral[1]	Multilateral[2]		
			Small	Medium	Large
Total	*1,017*	*673*	*187*	*82*	*75*
Major Areas					
Academic and professional	731	557	120	34	20
Administration and development	26	13	4	5	4
Special purpose, general, and informational	16	8	3	3	2
Overlapping Areas					
Academic and professional, administration, and development	95	44	25	18	8
Academic and professional, special purpose, etc.	84	38	20	11	15
Academic and development, special purpose, etc.	5	1	3	0	1
Academic and professional, administrative and development, special purpose, etc.	60	12	12	11	25

[1] A bilateral consortium consists of 2 institutions.

[2] A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE D.—Number of bilateral and multilateral existing consortiums, by geographic region and unit: 1965–66

Geographic region and unit	Total	Bilateral[1]	Multilateral[2]		
			Small	Medium	Large
Total	*1,017*	*673*	*187*	*82*	*75*
Northeast					
Total	*255*	*169*	*38*	*25*	*5*
City and county	95	75	17	3	0
Statewide	79	55	12	11	1
Interstate	61	39	7	11	4
Southeast					
Total	*139*	*108*	*21*	*5*	*5*
City and county	30	24	5	1	0
Statewide	71	53	12	4	2
Interstate	38	31	4	0	3
Great Lakes/Plains					
Total	*212*	*134*	*47*	*17*	*14*
City and county	62	54	8	0	0
Statewide	100	55	27	12	6
Interstate	50	25	12	5	8
West and Southwest					
Total	*140*	*87*	*35*	*8*	*10*
City and county	47	37	9	1	0
Statewide	67	37	21	5	4
Interstate	26	13	5	2	6
National	*245*	*172*	*33*	*17*	*23*
International	*46*	*5*	*15*	*10*	*18*

[1] A bilateral consortium consists of 2 institutions.

[2] A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE E.—Number of existing consortiums, by area of cooperation and by type of interchange: 1965–66

Area of cooperation	Total	Students only	Faculty only	Facilities only	Students and faculty	Students and facilities	Faculty and facilities	Students, faculty, and facilities
Total	*1,017*	*272*	*62*	*114*	*73*	*42*	*72*	*382*
Academic and professional	*731*	245	34	61	49	36	43	263
Administration and development	*26*	0	4	10	5	0	1	6
Special purpose, general and informational	*16*	0	3	7	0	0	3	3
Academic and professional, administration and development	*95*	10	10	11	12	3	8	41
Academic and professional; special purpose, etc.	*84*	14	6	14	4	2	13	31
Administration and development; special purpose, etc	*5*	0	0	3	0	1	0	1
Academic and professional; administration and development; special purpose, etc	*60*	3	5	8	3	0	4	37

TABLE F.—Number of existing consortiums, by area of cooperation and by academic level: 1965–66

Area of cooperation	Total	Graduate only	Undergraduate only	Graduate and undergraduate
Total	*1,017*	*455*	*314*	*248*
Academic and professional	*731*	338		164
Administration and development	*26*	3	22	1
Special purpose, general and informational	*16*	5	9	2
Academic and professional; administration and development	*95*	32	28	35
Academic and professional; special purpose, etc.	*84*	56	12	16
Administration and development; special purpose, etc	*5*	3	2	0
Academic and professional; administration and development, special purpose, etc	*60*	18	12	30

TABLE G.—Number of existing consortiums, by geographic region and unit and by area of cooperation: 1965–66

Geographic region and unit	Total	Academic and professional	Administration and development	Special purpose, general, and informational	Academic and professional; administrative and development	Academic and professional; special purpose	Administration and development; special purpose	Academic and professional; administration and development; special purpose
Total	*1,017*	*731*	*26*	*16*	*96*	*84*	*5*	*60*
Northeast								
Total	*235*	*174*						
City and county	95	71	*4*	*3*	*17*	*25*	*2*	*10*
Statewide	79	57	1	3	9	8	0	3
Interstate	61	46	2	0	6	8	1	5
Southeast			1	0	2	9	1	2
Total	*139*	*103*						
City and county	30	19	*5*	*1*	*10*	*7*	*2*	*11*
Statewide	71	49	2	0	5	1	1	2
Interstate	38	35	3	1	5	4	1	8
Great Lakes/Plains			0	0	0	2	0	1
Total	*212*	*153*						
City and county	62	49	*7*	*3*	*23*	*13*	*0*	*13*
Statewide	100	68	1	0	11	0	0	1
Interstate	50	36	6	2	7	[illegible]	0	5
West and Southwest			0	1	5	[illegible]	0	7
Total	*140*	*89*						
City and county	47	34	*2*	*4*	*18*	*15*	*1*	*11*
Statewide	67	43	0	1	6	5	0	1
Interstate	26	12	1	2	9	5	1	6
			1	1	3	5	0	4
National	*245*	*189*	*8*	*3*	*17*	*16*	*0*	*12*
International	*46*	23	0	2	10	8	0	3

TABLE H.—Number of existing consortiums, by geographic region and unit and by type of interchange: 1965–66

Geographic region and unit	Total	Students only	Faculty only	Facilities only	Students and faculty	Students and facilities	Faculty and facilities	Students, faculty, and facilities
Total	*1,017*	*272*	*62*	*114*	*78*	*42*	*72*	*382*
Northeast								
Total	*255*	*75*	*9*	*31*	*14*	*14*	*24*	*68*
City and county	95	26	3	9	8	6	13	30
Statewide	79	26	1	14	5	5	9	19
Interstate	61	23	5	8	1	3	2	19
Southeast								
Total	*130*	*21*	*7*	*12*	*14*	*5*	*10*	*70*
City and county	30	2	1	3	6	1	1	16
Statewide	71	12	5	7	8	4	9	26
Interstate	38	7	1	2	0	0	0	28
Great Lakes/Plains								
Total	*212*	*54*	*12*	*22*	*16*	*11*	*18*	*79*
City and county	62	9	2	7	1	5	4	34
Statewide	100	27	6	12	6	5	14	30
Interstate	50	18	4	3	9	1	0	15
West/Southwest								
Total	*140*	*38*	*13*	*19*	*13*	*5*	*14*	*48*
City and county	47	5	4	3	6	1	5	23
Statewide	67	17	8	15	3	2	7	15
Interstate	26	6	1	1	4	2	2	10
National	*245*	*84*	*13*	*24*	*8*	*6*	*5*	*105*
International	*46*	*10*	*8*	*6*	*8*	*1*	*1*	*12*

TABLE I.—Number of existing consortiums, by geographic region and unit and by academic level: 1965–66

Geographic region and unit	Total	Graduate only	Undergraduate only	Graduate and undergraduate
Total	*1,017*	*455*	*314*	*248*
Northwest				
Total	*235*	*107*	*72*	*56*
City and county	95	50	30	15
Statewide	79	36	24	19
Interstate	61	21	18	22
Southeast				
Total	*139*	*83*	*29*	*27*
City and county	30	10	13	7
Statewide	71	46	14	11
Interstate	38	27	2	9
Great Lakes/Plains				
Total	*212*	*86*	*80*	*46*
City and county	62	19	25	18
Statewide	100	44	40	16
Interstate	50	23	15	12
West and Southwest				
Total	*140*	*78*	*54*	*28*
City and county	47	26	8	13
Statewide	67	35	23	9
Interstate	26	17	3	6
National	*245*	*88*	*83*	*74*
International	*48*	*15*	*16*	*17*

TABLE J.—Number [1] of existing bilateral and multilateral consortiums, by type of financial support: 1965–66

Type of arrangement and size [2]	Total	Federal	Private	Federal and private	No Federal or private
Total	*971*	*112*	*264*	*85*	*510*
Bilateral	645	52	174	26	393
Multilateral					
Small	*178*	29	44	20	85
Medium	77	16	26	11	24
Large	*71*	15	20	28	8

[1] The numbers are not mutually exclusive since the consortiums may be receiving, or may expect to receive, both Federal and private support.

[2] A bilateral consortium consists of 2 institutions. A multilateral consortium is "small" when it consists of 3, 4, or 5 institutions; "medium" when it consists of 6 to 10; "large" when it consists of 11 or more.

TABLE K.—Number [1] of existing consortiums, by area of cooperation and by type of financial support: 1965–66

Area of cooperation	Total	Federal	Private	Federal and private	No Federal or private
Total	*971*	*112*	*264*	*85*	*510*
Academic and professional	700	55	188	34	423
Administration and development	*23*	3	9	1	10
Special purpose, general, and informational	*15*	3	4	1	7
Academic and professional; administration and development	*91*	17	28	12	34
Academic and professional; special purpose, etc	*80*	24	21	11	24
Administration and development; special purpose, etc	*5*	0	1	2	2
Academic and professional; administration and development; special purpose, etc	*57*	10	13	24	10

[1] The numbers are not mutually exclusive since the consortiums may be receiving, or may expect to receive, both Federal and private support.

TABLE L.—Number [1] of existing consortiums, by geographic region and unit and by type of financial support: 1965–66

Geographic region and unit	Total	Federal	Private	Federal and private	No Federal or private
Total	*971*	*112*	*264*	*85*	*510*
Northeast					
Total	*325*	*18*	*68*	*11*	*186*
City and county	88	4	15	8	61
Statewide	77	5	24	1	47
Interstate	58	9	29	2	18
Southeast					
Total	*133*	*17*	*17*	*10*	*89*
City and county	29	0	6	3	20
Statewide	68	11	9	7	41
Interstate	36	6	2	0	28
Great Lakes/Plains					
Total	*199*	*21*	*44*	*14*	*120*
City and county	60	1	11	9	39
Statewide	92	15	23	0	54
Interstate	47	5	10	5	27
West and Southwest					
Total	*133*	*18*	*22*	*20*	*73*
City and county	46	3	10	8	25
Statewide	61	8	10	6	37
Interstate	26	7	2	6	11
National	237	29	100	18	90
International	46	9	13	12	12

[1] The numbers are not mutually exclusive since the consortiums may be receiving, or may expect to receive, both Federal and private support.

Appendix B. Development of the Survey

The Office of Education began its formal survey of consortiums in American higher education by sending to 55 selected institutions a preliminary questionnaire designed to elicit open-ended responses from certain groups of institutions. This survey instrument covered cooperative arrangements at the graduate level only. Responses to the questionnaire revealed, however, that educators felt they would like to see such arrangements established at the undergraduate level as well. These responses made it apparent too that mobility between undergraduate and graduate institutions and programs would make it difficult to isolate graduate-level activities.

Accordingly, the Office revised the questionnaire to include cooperative arrangements shared by higher education institutions that awarded at least a bachelor's degree and in early April sent this revised survey instrument to the 1,590 such institutions listed by the Office of Education in its directory of higher education. Two weeks later the Office mailed postcard reminders and in mid-May mailed to all nonrespondents a duplicate copy of the questionnaire. By means of a letter it then followed up some 300 incomplete responses and by telephone almost 100 more. At the end of June the Office had heard from approximately 1,408 institutions—88.6 percent of the 1,590 composing the survey universe. With that, the Office closed the data collection.

In addition to the printed-questionnaire approach, the Office used personal interviews, the author of the study conducting extensive ones, from March 1965 through November 1966 with many individuals who were knowledgeable in the field of interinstitutional cooperation. The early interviews centered on the need for a study of consortiums and on the content of a questionnaire that would best serve the purpose. Later interviews were concerned primarily with how best to organize and present the survey results and with what attitudes educators held towards interinstitutional cooperation.

A by-product from examining the completed questionnaires was the revelation that apparently relatively few institutions were maintaining

any systematic records of their participation in consortiums. Many colleges and universities failed to report some, or even all, of those to which they belonged. Fortunately, however, knowledge of many consortiums unreported by certain member institutions reached the Office of Education by way of other member institutions or from other sources. Even so, conclusions based on findings from all sources must be judged in light of the possibility that not all consortiums existing in 1965–66 found their way into this present study.

A potential weakness in a survey of an area as broad as interinstitutional cooperation is the lack of uniformity in the respondents' positions. Although the questionnaire was addressed to the president of the institution, the actual respondent in many cases was someone other than the president—for example, the vice-president, the dean of one or another school or function, the business manager.

Appendix C. The Questionnaire

OE 1033 (3-66)
BHE/DGP

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-6603
APPROVAL EXPIRES 8-15-66

STUDY OF INTERINSTITUTIONAL GRADUATE COOPERATION
(INCLUDING RELATED 4-YEAR COLLEGES)

Titles I and II of Higher Education Facilities Act of 1963 and Titles III and VI of Higher Education Act of 1965

INSTRUCTIONS - *Prepare original and one copy. TYPE IF POSSIBLE. Return original in enclosed envelope to Dr. Raymond S. Moore, U.S. Office of Education, Washington, D.C. Retain one copy for your file.*

NAME AND ADDRESS OF REPORTING INSTITUTION

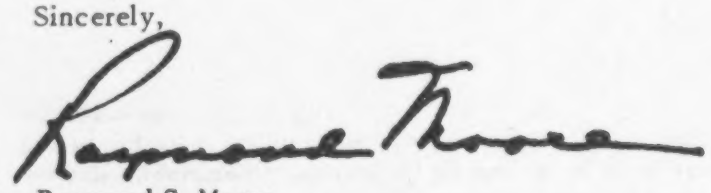
President,

To the President:

We are inviting you to join all accredited institutions, four year or above, in a comprehensive study on interinstitutional cooperation with primary emphasis on arrangements which have implications for graduate education. In pretest surveys involving 125 leading educators, we have received unanimous encouragement to undertake this study. These leaders generally expressed a hope that the study be completed and reported to all as soon as possible. So you will have our gratitude if you give special attention to this project.

We would appreciate your distributing the accompanying questionnaires to your respective representatives of these cooperative arrangements, and return the completed forms in the self-addressed return envelope within 15 to 30 days. We expect to have a preliminary report in your hands this year.

Sincerely,



Raymond S. Moore
Program Officer
Division of Graduate Programs.

THE THINKING BEHIND THIS STUDY

This office senses a deep concern among leading educators that the advancing frontiers of knowledge and rising graduate enrollments will find our graduate schools wanting for qualified staff and adequate facilities at the time they need it most, not only to strengthen graduate education but also to assist now-marginal "developing" four-year institutions which show promise of excellence. The more than 100 educators consulted in the pretest for this study agreed that interinstitutional cooperation was a principal solution. A number volunteered that no university today can remain sufficient alone, without cooperation. There was a general feeling that this study was needed not only in the national interest but also their own.

Since no such comprehensive national study has yet been made, relatively few institutions have an adequate understanding of the processes, pitfalls, and accomplishments possible with cooperative arrangements. The result for many is apprehension, suspicion or fear of lost institutional or departmental autonomy. Some institutions are experimenting tenuously, not realizing that in their very areas, others have sound experience available to them for a letter, phone call or visit. This study sets out to throw some light on these areas, and to publish to colleges and universities (1) the identity and present status of such arrangements, (2) organizations and procedures which have proven successful in the various areas of cooperation and reasons why they have succeeded, (3) some which were not successful and why, and (4) the basic pressures and motivations for cooperation. It is hoped that this information will also stimulate and encourage hesitant or unknowledgeable institutions toward the road of interinstitutional cooperation. It may thus enable higher education to more nearly keep pace with the advance of knowledge and growing enrollments.

GUIDELINES FOR COMPLETING THE STUDY INSTRUMENT

Please Read Carefully

(2)

1. For the purposes of this study a "cooperative graduate arrangement" is an interinstitutional plan, program, compact, or other arrangement formalized through correspondence or contract by the presidents of institutions or their authorized representatives for the primary purpose of increasing the effectiveness or influence of a graduate program. Such arrangements may range from a simple though formalized bilateral arrangement centered on a single area or service, to a large, complex consortium performing many services and contributing to many areas of education (See Part I, question 5 and Part II, questions 4 and 9, for sample classifications). It may involve cooperation with such entities as graduate schools and universities, undergraduate colleges, regional or national boards or associations, central laboratories, libraries, museums, and television networks, etc.

2. By graduate we mean all academically-related work beyond the four-year baccalaureate degree which is taken for graduate credit, including work at the professional schools which is distinctly above the baccalaureate level (e.g. law, medicine, etc.) and at the post-doctoral level.

3. This study includes only ongoing institutional commitments which have been, are, or are likely to be in effect several years or which have some likelihood of permanency; or formalized (see paragraph one above) arrangements of shorter duration designed to accomplish goals not readily achievable without interinstitutional cooperation. Do not report every-day, informal contacts.

4. Please report as fully as possible on arrangements which
   a) exist as of the 1965-66 academic year.
   b) are likely to be in effect within the next five years.
   c) have been discontinued during the past five years.

5. If two or more U.S. institutions are cooperating in an overseas venture, please report. Do not report arrangements between one U.S. institution, only, and one or more overseas.

6. Please consider your institution carefully. In the pretests for this study several institutions which had excellent cooperative arrangements reported none. If in doubt about reporting a given arrangement, because of its size or level or function, please report it, making out a separate Part II for each such arrangement.

PART I - BASIC INSTITUTIONAL QUESTIONNAIRE

IMPORTANT INSTRUCTIONS - *A. If answers to 1, 2, 3 and 7 are "NO", please complete part I as applicable, detach and return part I to this office.*

B. If you have answered "YES" to questions 1, 2, 3, or 7, please complete and return one copy of Part II for each of these cooperative arrangements.

1 ARE YOU PARTICIPATING IN AN EXISTING COOPERATIVE GRADUATE ARRANGEMENT AS DEFINED IN THE GUIDELINES ABOVE?
1 ☐ YES 2 ☐ NO

2 DO YOU EXPECT TO PARTICIPATE IN ONE OR MORE ADDITIONAL COOPERATIVE GRADUATE ARRANGEMENTS WITHIN THE NEXT FIVE YEARS?
1 ☐ YES 2 ☐ NO

3 DID YOU PARTICIPATE IN ANY COOPERATIVE GRADUATE ARRANGEMENT WHICH HAS BEEN DISCONTINUED DURING THE PAST FIVE YEARS?
1 ☐ YES 2 ☐ NO

4 IF ANSWERS TO QUESTIONS 1, 2 AND 7 ARE "NO", ARE YOU INTERESTED IN SEEKING INTERINSTITUTIONAL COOPERATIVE RELATIONSHIPS?
1 ☐ YES 2 ☐ NO

5 IF ANSWER TO QUESTION 4 IS "YES", IN WHICH OF THE FOLLOWING AREAS WOULD YOU LIKE TO ENTER INTO COOPERATIVE ARRANGEMENTS? *(Check as many as applicable).*

1 ☐ Law
1 ☐ Library
1 ☐ Education
1 ☐ Engineering
1 ☐ Religion and Theology
1 ☐ Humanities and fine arts
1 ☐ Social Sciences including area studies and business administration
1 ☐ Life Sciences and/or agriculture
1 ☐ Physical and earth sciences and mathematics
1 ☐ Medicine and para-medical
1 ☐ Industry-related
1 ☐ Planning or development
1 ☐ *Upgrading of developing institutions (Undergraduate schools with potential for quality but which now are marginal, or those which are planning graduate programs)*
1 ☐ Cooperative administration *(records, purchasing, fund raising, faculty & student recruitment, student services, cultural programs, etc.)*
1 ☐ Regional educational boards or compacts
1 ☐ Contract or other special resource centers *(Nuclear labs, museums, etc.)*
1 ☐ Other *(Specify)*

6 IN FALL 1965, WHAT WAS THE APPROXIMATE TOTAL NUMBER OF STUDENTS (FULL TIME OR PART TIME), PARTICIPATING IN ALL YOUR COOPERATIVE GRADUATE ARRANGEMENTS?

A. ESTIMATED NO. _____ B. *(Also check applicable box)* 1 ☐ NONE 2 ☐ 1-24 3 ☐ 25-99 4 ☐ 100-249 5 ☐ 250 or more

The following is a special question, designed to assist the new developing institutions program which has implications for both graduate and undergraduate education.

7 DO YOU HAVE ANY COOPERATIVE ARRANGEMENTS DESIGNED PRIMARILY TO INCREASE THE EFFECTIVENESS OF ONE OR MORE UNDERGRADUATE PROGRAMS? *(If so, please complete Part II for each).* 1 ☐ YES 2 ☐ NO

8 COMMENTS *(if any)*

NAME AND TITLE OF PERSON COMPLETING PART I OF THIS FORM | DATE | TELEPHONE *(area code & local no.)*

PART II - INFORMATION ON EACH SPECIFIC COOPERATIVE ARRANGEMENT

INSTRUCTIONS - *PLEASE READ CAREFULLY BEFORE COMPLETING FORM - A. Complete Part II once for each existing arrangement reported, even if another cooperating institution might provide this information. (If you need more copies of Part II, feel free to copy this form or indicate the number you need on the enclosed airmail postcard.)*

B. For an arrangement which will be inaugurated within the next five years, or which has been discontinued during the past five years, please complete a Part II, answering all questions for which data are available.

C. Whenever questions provide for subjective replies as in questions 8, 16, 17, 18, and 20, please answer as completely as practicable.

D. If information is not available or not applicable, enter "N/A".

E. Prepare original and one copy. TYPE IF POSSIBLE. Return original to Dr. Raymond S. Moore, U.S. Office of Education, Washington, D.C. Retum one copy for your file.

NAME AND ADDRESS OF INSTITUTION		STATE
NAME OF CENTRAL ADMINISTRATIVE OFFICER OF COOPERATIVE ARRANGEMENT *(if any)*	TELEPHONE *(area code and local no.)*	TITLE OF COOPERATIVE ARRANGEMENT

SECTION A - GENERAL IDENTIFICATION OF ARRANGEMENT

1 THE ABOVE-NAMED PARTICULAR ARRANGEMENT IS: *(Check one)*

1 ☐ Existing 2 ☐ Planned 3 ☐ Discontinued

2 SMALLEST GEOGRAPHIC UNIT WHICH INCLUDES ALL INSTITUTIONS IN THE ARRANGEMENT *(Check one only)*

1 ☐ National 2 ☐ International

3 ☐ City or County 4 ☐ Intrastate

REGIONAL

5 ☐ Northeast 6 ☐ Southeast

7 ☐ Great Lakes & Plains 8 ☐ West & Southwest

SECTION B - GRADUATE STUDIES AND ORGANIZATION

6 INDICATE ACADEMIC LEVELS *(Check as many as apply)*

1 ☐ Masters 1 ☐ Doctoral 1 ☐ Post Doctoral

1 ☐ Baccalaureate 1 ☐ First professional *(above Baccalaureate level)*

7 DEGREES GRANTED UNDER YOUR COOPERATIVE AGENCY ARE AWARDED BY *(Check one)*

1 ☐ The arrangement itself 2 ☐ Your institution only

3 ☐ Another institution in the arrangement

4 ☐ Each institution within the arrangement

3 NUMBER OF YEARS YOUR INSTITUTION HAS BEEN A MEMBER OF THIS ARRANGEMENT *(Give exact number of years and check applicable box below)*

NUMBER OF YEARS _____

1 ☐ Less than 2 years 2 ☐ 2-10 years 3 ☐ 11 or more years

4 WHICH CATEGORY BEST DESCRIBES YOUR COOPERATIVE ARRANGEMENT *(Check as many as apply)*

1 ☐ Law
1 ☐ Library
1 ☐ Education
1 ☐ Engineering
1 ☐ Religion and Theology
1 ☐ Humanities and fine arts
1 ☐ Social Sciences including area studies and business administration
1 ☐ Life Sciences and/or agriculture
1 ☐ Physical and earth sciences and mathematics
1 ☐ Medicine and para-medical
1 ☐ Industry-related
1 ☐ Planning or development
1 ☐ *Upgrading of developing institutions (Undergraduate schools with potential for quality but which now are marginal, or those which are planning graduate programs)*
1 ☐ Cooperative administration *(records, purchasing, fund raising, faculty & student recruitment, student services, cultural programs, etc.)*
1 ☐ Regional educational boards or compacts
1 ☐ Contract or other special resource centers *(Nuclear labs, museums, etc.)*
1 ☐ Other *(Specify)*

5 IN THIS ARRANGEMENT COOPERATION IS *(Check one)*

1 ☐ Voluntary 2 ☐ By legislative act

8 IS THERE A COORDINATING BODY OTHER THAN THE INSTITUTIONAL BOARDS?

1 ☐ YES 2 ☐ NO

Please describe the constitution of the board and how appointed.

9 THERE IS INTERCHANGE OR SHARING OF *(Check as many as apply)*

1 ☐ Students
1 ☐ Faculty
1 ☐ Facilities
1 ☐ Other *(Specify)*

10 PLEASE PROVIDE US ANY LEGAL DOCUMENTS, AGREEMENT PAPERS, DESCRIPTIVE MATERIALS, BROCHURES, ETC. WHICH YOU CAN LET US HAVE. THESE ARE *(Check one)*

1 ☐ Enclosed 2 ☐ Not available 3 ☐ To be sent later

46

PART II - INFORMATION ON EACH SPECIFIC COOPERATIVE ARRANGEMENT (Continued)

(4)

SECTION B - ORGANIZATION (Continued)

13 GIVE NAMES AND STATES OF OTHER INSTITUTIONS IN THE ARRANGEMENT EVEN THOUGH YOU BELIEVE OTHER RESPONDENTS WILL ALSO REPORT THEM. IF MORE SPACE IS NEEDED SEE ITEM 20 BELOW.

NAME OF INSTITUTION	STATE	CODE *(Do not write in this space)*

54

SECTION C - FINANCIAL SUPPORT

14 DOES THIS COOPERATIVE ARRANGEMENT HAVE THE FOLLOWING? *(Answer each item)*

A FEDERAL GOVERNMENT SUPPORT
1 ☐ YES 2 ☐ NO

B PRIVATE GIFTS AND GRANTS
1 ☐ YES 2 ☐ NO

C OTHER *(If answer is "YES", specify)*
1 ☐ YES 2 ☐ NO

15 DO YOU HAVE A SEPARATE BUDGET FOR THIS COOPERATIVE ARRANGEMENT?
1 ☐ YES 2 ☐ NO

16 HOW ARE INSTITUTIONAL COSTS, IF ANY, SHARED OR ALLOCATED?

SECTION D - EVALUATION

FOLLOWING ARE SOME OF THE PRO AND CON RESPONSES FROM PRE-TESTS IN THIS STUDY. *Please check as many as apply in this specific arrangement and add others, if any.*

17 FAVORABLE RESPONSES

1 ☐ Broadens range of courses

1 ☐ Broadens perspective of institution

1 ☐ Enables small institutions to enjoy advantage of large ones

1 ☐ Avoids unnecessary duplication by pooling of resources

1 ☐ Facilitates degree programs in interdisciplinary areas

1 ☐ Provides additional incentives for students and teachers

1 ☐ Strengthens, enriches or upgrades institutions concerned

1 ☐ Better utilizes specialized or unique facilities and/or staff

1 ☐ Makes possible programs or quality otherwise impracticable

1 ☐ Coordinated approach better serves region with graduate courses

1 ☐ Presents a united front in negotiations with other agencies

1 ☐ Has proved to be an overall economy measure

1 ☐ Others *(specify fully):*

18 UNFAVORABLE RESPONSES

1 ☐ Lacks adequate financial support

1 ☐ Is not well thought through

1 ☐ One institution tends to dominate

1 ☐ Is not well accepted by faculties

1 ☐ Program does not follow original goals

1 ☐ Some institutions do not cooperate fully

1 ☐ Incurs fear of loss of students to other institutions

1 ☐ Its need is not well established (or communicated)

1 ☐ Has mechanical problems: Admissions, tuition, calendars, student travel, etc.

1 ☐ There is significant loss of institutional autonomy (State how):

1 ☐ Takes too much administrative time

1 ☐ Geographic isolation of graduate center (special facility) makes for difficulties

1 ☐ Others *(specify fully):*

1 ☐

19 CONSIDERING ALL FACTORS ON THIS ARRANGEMENT, PRO AND CON. ARE THE RESULTS WORTH THE EFFORT? *(Check one)*

1 ☐ NO 2 ☐ DOUBTFUL 2 ☐ YES 4 ☐ VERY MUCH SO

20. COMMENTS *(If more space is needed, attach an additional sheet and indicate item numbers to which answers apply).*

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